

STUDENT HANDBOOK

JOINT DOCTORAL PROGRAM

IN

SPECIAL EDUCATION

2014 – 2015

SUPPLEMENT TO THE
GRADUATE SCHOOL OF EDUCATION
HANDBOOK FOR ADVANCED DEGREE STUDENTS

JOINT DOCTORAL PROGRAM IN SPECIAL EDUCATION

Introduction

The purpose of this handbook is to provide you with information about the procedures, regulations, and requirements for completing a Ph.D. through the Joint Doctoral Program in Special Education. This handbook is to be used as a supplement to the *Handbook for Advanced Degree Students*, Graduate School of Education, University of California at Berkeley, which contains policies and procedures governing doctoral degrees offered through the Graduate School of Education. *The Handbook for Advanced Degree Students* is online and can be found at: <http://gse.berkeley.edu/admin/sas/handbook/handbook.html>.

We welcome any suggestions you may have to improve the communication of policies and regulations.

Campus Contacts

UC Berkeley:

Anne Cunningham, Ph.D
Co-Director
Joint Doctoral Program in Special Education
University of California, Berkeley
Graduate School of Education
4307 Tolman Hall, MC 1670
Berkeley CA 94720-1670
(510) 643-6871 (voice)
(510) 642-3555 (fax)
<http://gse.berkeley.edu/program/sped/sped.html>
acunning@berkeley.edu

San Francisco State University:

Marci Hanson, Ph.D., Co-Director
Joint Doctoral Program in Special Education
San Francisco State University
Department of Special Education
1600 Holloway Avenue, Burk Hall Room 275
San Francisco, CA 94132
(415) 338-6353 (voice)
(415) 338-0566 (fax)
<http://www.sfsu.edu/~spedcd/welcome.html>
mjhanson@sfsu.edu

History

The Joint Doctoral Program in Special Education between the University of California, Berkeley and San Francisco State University began in 1967; it was the first such program approved by the State of California Joint Graduate Board.

In 1960 Assemblywoman Dorothy Donahue from Bakersfield introduced a legislative resolution to allow the University of California and the State Colleges (now the California State University System) to set up the Joint Graduate Board. This Board had the power to authorize joint programs of study between the two systems of higher education. Assemblywoman Donahue, who had a physical disability, felt that the increasing expenditures of money and personnel for programs for persons with disabilities required the best in administrative research and development.

The first group of students was admitted to the Joint Doctoral Program in Special Education in 1968. Over the 45-year history of the program, many students have graduated and assumed high-ranking positions as leaders in the field of Special Education.

Objectives

The program is aimed at preparing leaders in research, teaching, administration, and supervision for the variety of professional needs facing children, youth, and adults with disabilities. It integrates the resources of the University of California, Berkeley and San Francisco State University and provides an opportunity for students to combine theoretical interests with applied practices in a broad spectrum of specializations within Special Education.

Degree Offered

Students in the Joint Doctoral Program pursue a Doctor of Philosophy (Ph.D.). As described in the *Handbook for Advanced Degree Students*, the Ph.D. degree is intended for individuals who wish to conduct original theory-based research on educational issues, and who intend to pursue careers in research and university-level teaching. Specific requirements relative to the Ph.D. (including academic preparation, areas of specialization, coursework, prequalifying and qualifying examinations, and the dissertation) are described in the *Handbook for Advanced Degree Students*.

In general, Ph.D. students should be prepared for research leadership and the exploration of conceptual frontiers. The Ph.D. dissertation must make an original contribution to the body of knowledge in Special Education. For example, a student may be interested in the cognitive growth of children with learning disabilities, or the application of organization theory in the administration of Special Education programs.

Administrative Organization

The Joint Doctoral Program in Special Education resides in the Graduate School of Education at the University of California, Berkeley and in the Department of Special Education within the Graduate College of Education at San Francisco State University. Two Directors jointly administer the Joint Doctoral Program in Special Education, one on each campus. The program meets the scholastic requirements of the Graduate Divisions of both institutions.

Members of the faculty from SFSU are primarily from Special Education, which represents multiple areas relating to individuals with disabilities. Faculty from related departments (e.g., Administration and Interdisciplinary Studies, Psychology, Elementary Education, Secondary Education, Instructional Technologies, English, Ethnic Studies, History, Women's Studies, Social Work, Physical Therapy, Counseling) can participate in the Joint Doctoral Program.

The majority of the Berkeley faculty members are in the Graduate School of Education and they include faculty from each of the following areas of study: Cognition and Development; Language, Literacy, Society and Culture; and Policy, Organization, Measurement and Evaluation. In addition, faculty from several associated fields at UC Berkeley such as Psychology, Public Health, Linguistics, Public Policy, Social Welfare, and Anthropology participate in the program.

The Executive Committee, in accordance with guidelines established by the Graduate Division and the Schools of Education on both campuses, with the approval of faculty on both campuses set the requirements for admission, curriculum, and degree completion. The co-directors have the responsibility of serving as general advisors to doctoral students and working with the Executive Committee in the direct administration of the program.

REGISTRATION

Registration on both campuses is done electronically. It is important for students to obtain email accounts at both universities early and check them frequently because it is the ONLY form of communication used by the campus to notify students of important information such as registration and fee payment deadlines.

The SFSU Registrar notifies all students, through email, about their pre-registration appointment for the upcoming semester. Check My SFSU online for registration timelines and fee schedule: <https://www.sfsu.edu/online/login.htm>

UCB registration consists of two steps: enrolling in classes and the payment of fees. Students enroll in classes by using the online Tele-BEARS System

(<http://telebears.berkeley.edu>) and pay fees using the online Bear Facts System (<http://bearfacts.berkeley.edu/>). Bear Facts is used to house all of the student's academic and financial information.

Students are required to register on both campuses each semester, but payment of registration fees alternates between campuses each year. Payment of fees on one campus permits the student to enroll in classes and use the facilities of the other campus at no additional charge. Students may elect courses from any department or school on either campus.

Program assistants from both campuses will work closely with you: Caron Williams, caronw@berkeley.edu, (510) 642-4202 and Louise Guy, lguy@sfsu.edu, (415) 338-2501.

GENERAL INFORMATION

The following instructions pertain to procedures used at both campuses. Each semester you will enroll in courses at both universities. It is important that you understand and follow the procedures for both campuses in order to ensure that you have fulfilled all requirements for completion of the degree.

There are some important special conditions related to each campus:

- A. Students are enrolled full-time throughout their doctoral studies. Each student in the Joint Doctoral Program must enroll in at least 12 units at UCB and a minimum of 3 units at SFSU each semester. After coursework is completed, it is expected that students will be actively engaged in research and writing. This normally takes the form of registering with one's advisor for EDUC 299 units (at least 8) at UCB, and the corresponding units (SPED 908 when completing prequalifying and qualifying requirements, or SPED 998 during the dissertation phase) with one's advisor at SFSU.
- B. After advancing to candidacy, students may enroll in EDUC 299 units at UCB. The Doctoral Completion Fellowship (DCF), sponsored by the Graduate Division of UCB, provides grants to students who are progressing at the normal pace toward their doctoral degrees. These grants, which offset part of the educational fee portion of the registration fee, are available only to students who have advanced to candidacy.
- C. If you are receiving financial aid from UCB in a year that you are scheduled to pay fees at SFSU, you may request an exception to pay fees at UCB instead. The Financial Aid Office at UCB needs to be informed of course

work being taken at SFSU.

- D. If you receive financial aid from SFSU you must inform the financial aid office of your status as a joint doctoral student to determine where fees must be paid.
- E. If you are appointed as a Graduate Student Researcher or Graduate Student Instructor at UCB, you must pay registration fees at UCB because your GSR or GSI appointment provides fee remission at UCB.

FACULTY

Faculty Counselors/ Advisors

Planning a program of study for the doctoral program begins during the first semester with discussions of interests and ideas with the Co-Directors of the Joint Doctoral Program. Prior to enrollment a preliminary session is held with the Director of each campus.

The Co-Directors will assist the student in finding faculty advisors on each campus. The faculty advisor from UCB must be a Graduate School of Education faculty member, and the faculty advisor from SFSU must be a Department of Special Education faculty member.

Faculty advisors function as sources of guidance in all matters concerning the academic program. It is the responsibility of all students to keep their advisors informed of their progress and to meet program deadlines; faculty advisors are responsible for assisting students in developing their individual programs of study and guiding their studies and research. Faculty members eligible to serve as advisors must be members of the Academic Senate on their respective campuses; emeritus faculty are not eligible to serve.

Faculty Listings

Faculty members in the doctoral program come from various areas of specialization. Specific faculty members become involved with the program through course work and research and student interest in their specializations; they are available for advisement, instruction, and service on examination and dissertation committees.

UCB

Dor Abrahamson, Associate Professor of Education: Develops theoretical models of student cognition and classroom participation through designing and implementing mixed-technology learning tools that tap and foster students' mathematical/scientific intuitions.

Cynthia Coburn, Associate Professor of Education: Uses tools of organizational sociology to understand the relationship between instructional policy and

teachers' classroom practices in urban schools.

Anne Cunningham, Professor of Education: Cognition and literacy development, preventing and remediating reading disabilities.

Andrea A. diSessa, Professor of Education: Computational learning environments and programming languages for nonprofessionals, intuitive knowledge in science education, conceptual change, and genetic epistemology.

Randi A. Engle, Associate Professor of Education: Investigates how to design learning environments to support student engagement in math and science. Collaborates with teachers who are learning how to facilitate mathematical discussions. Is also developing a theory of new ways to encourage students to use what they have learned.

Sarah Warshauer Freedman, Professor of Education: The teaching and learning of written language in diverse settings, teacher education and English education, and international studies related to the role of the schools in the reconstruction of societies after mass atrocity.

Bruce Fuller, Professor of Education: Educational policy, school organization, and comparative politics.

Lisa Garcia Bedolla, Associate Professor of Education: Civic engagement, community activity, and educational success of racial/ethnic groups in the United States, with a particular focus on the intersections of race, class, and gender.

Maryl Gearhart, Associate Adjunct Professor of Education: Professional development with a focus on building elementary teachers' expertise with classroom assessment.

Bernard R. Gifford, Professor of Education: Technology-mediated instruction.

Susan Holloway, Professor of Education: family socialization in cultural context, early childhood education, and achievement motivation.

Glynda Hull, Professor of Education: Literacy in and out of school, multimedia and multimodality as new literacies, writing, learning at work and adult literacy, and globalization and education.

Claire Kramsch, Professor of German and Professor of Education: Foreign language learning and teaching, psycho- and sociolinguistics and their applications to language teaching.

Zeus Leonardo, Associate Professor of Education: Critical social thought in education, the study of ideologies and discourses in education with respect to

change, and the relationship between schooling and social relations such as race, class, culture, and gender.

Marcia C. Linn, Professor of Education: Teaching and learning of complex scientific concepts in school settings; how students develop and organize knowledge, how technologically based curricula enhance learning, and how classroom practices such as cooperative learning contribute to understanding; new directions for science and computer science curriculum design for assessment of student learning and for enhancing opportunities for women in science and mathematics.

Judith Warren Little, Dean of the Graduate School of Education and Professor of Education: Teacher development, school as workplace, school reform.

Jabari Mahiri, Professor of Education: Technology, equity, and culture for high-performing schools: a research initiative that collaborates with urban schools and community partners on uses of new media for increasing student achievement and educational equity, and for improving teacher professional development.

Kathleen Metz, Professor of Education: Development of Scientific Cognition in young children.

P. David Pearson, Professor of Education: Early literacy education and reading assessment.

Daniel Perlstein, Associate Professor of Education: History of Education, Urban Education, progressive education.

Sophia Rabe-Hesketh, Professor of Education: Educational statistics, multilevel and latent variable modeling.

Michael Ranney, Professor of Education: Reasoning, learning and cognitive science.

Geoffrey B. Saxe, Professor of Education: Mathematical cognition in children.

Janelle Scott, Assistant Professor of Education: Relationship between education, policy, and equality of opportunity.

Alan H. Schoenfeld, Professor of Education: Psychology of mathematical thinking, metacognition, belief systems; mathematical teaching and learning; diversity in mathematics education

Laura Sterponi, Associate Professor of Education: Language and Literacy Socialization; reading practices; communication in children with an autism spectrum disorder.

Tina Trujillo, Assistant Professor of Education: Potential of policy and administrative levers to help create more equitable educational systems for traditionally underserved student populations.

Elliot Turiel, Professor of Education: Social and moral development, morality and cultural contexts, social and moral opposition to inequalities and injustices in societal arrangements and cultural practices.

Barbara Y. White, Professor of Education: Models of scientific expertise, computer-based learning environments, metacognition and instructional design.

Mark Wilson, Professor of Education: Psychometric models appropriate for complex measurement situations: performance assessment, stage-like development, use of differential strategies, educational statistics.

Frank C. Worrell, Professor of Education: Psychosocial development in adolescents, academic talent development, racial and ethnic identity and educational outcomes.

SFSU

Nicholas J. Certo, Professor of Special Education: Transition from school to work, adolescents and adults with severe intellectual disabilities, service delivery models, and community inclusion.

Susan Courey, Assistant Professor of Special Education, Mild/Moderate Program Coordinator: Mild/moderate disabilities, teacher preparation, and mathematics.

Deborah Curtis, Professor of Administration and Interdisciplinary Studies: Research methodology, statistics, and program evaluation.

Laura Epstein, Assistant Professor of Special Education: Communicative Disorders, bilingualism, language differences and language disorders, and phonological disorders.

Marci Hanson, Professor of Special Education: Early childhood, early intervention, family systems and services, policy, culturally responsive practice, preschool inclusion.

Tsai-Hsing (Summer) Hsia, Associate Professor of Special Education: Early childhood, assessment, culture, family, intervention strategies, service delivery.

Sunggye Hong, Assistant Professor of Special Education: Visual impairments, technology.

Pam Hunt, Professor of Special Education: Inclusive education, severe intellectual disabilities and autism, augmentative and alternative communication, social supports, and instructional technology.

Pamela LePage, Associate Professor of Special Education: Mild to Moderate disabilities, teacher education, pedagogy and knowledge base issues and teacher development, morality in teacher education, poverty and disadvantage, identity and social development for children with high-level autism and parent support.

Amanda Lueck, Professor of Special Education: Visual Impairments, low vision, cerebral visual impairment, early childhood visual impairments, students with visual impairments and additional disabilities.

Philip M. Prinz, Professor of Special Education: Typical and atypical first and second language acquisition; language and literacy issues in English Language (EL) language/learning disabled children; sign language acquisition and assessment for deaf school-age students.

Nancy Robinson, Associate Professor of Special Education and Communicative Disorders: Speech-Language Pathology, AAC, inclusion, and collaborative models.

Sandra Rosen, Professor of Special Education: Orientation and mobility, guide dog mobility, physical disabilities, sensory-motor development and functioning.

Patti Solomon-Rice, Assistant Professor of Special Education and Communicative Disorders: Augmentative and alternative communication, early intervention, language disorders, and clinical practice issues

Gloria Soto, Professor of Special Education: Physical/Multiple disabilities, augmentative and alternative communication, aided language acquisition and cultural issues.

Pamela Wolfberg, Associate Professor of Special Education: Autism spectrum disorders, peer socialization, play and imagination, childhood culture, inclusive practices, qualitative (ethnographic) research methods.

Betty Yu, Assistant Professor of Special Education and Communicative Disorders: Language disorders, second language learning, and autism.

COURSE WORK

Overview

The first two years of the program are devoted to course work designed to give the student competence in developing and implementing a research project, and in critically reviewing and interpreting professional and research literature. Basic requirements for all students include work in statistics, research methodology, and cognition and learning development, along with seminars regarding contemporary issues in special education and public policy relating to individuals with disabilities. In addition, the student will take course work in his or her selected areas of specialization. It is expected that the student's course work will be approximately equally divided between San Francisco State University and UC Berkeley.

Academic Residence

A minimum of two full years of academic residence is required on both the Berkeley and San Francisco campuses. To fulfill the academic residency requirement at UC Berkeley, a minimum of four units of credit in each of four semesters in 100 and/or 200 series courses must be completed with a passing grade. One summer session may be counted if it precedes or follows a regular term and if the student registered for at least four units in the 100/200 series. At San Francisco State University, a minimum of three units must be completed in each of four semesters in graduate courses. Core courses at SFSU are completed within the first two years.

Ph.D. Preparation

It is expected that each area or program would normally require its Ph.D. students to take two or more courses outside the Graduate School of Education at Berkeley. Students with an academic master's degree relevant to their doctoral work may be exempted from academic preparation, but will still be expected to take two courses outside the Graduate School of Education at Berkeley. Additional requirements regarding academic preparation may be set by program faculty.

Basic requirements for all students include: work in statistics and research methodology; professional seminars concerned with contemporary issues, policy, and research pertaining to disabilities; and an advanced graduate course in learning, development and disabilities. The specific courses include the following:

Core Courses

Required of all students:

SFSU

SPED 902 Seminar in Program Development

SPED 903 Research in Special Education: Program Design & Analysis

SPED 905	University-Level Teaching Internship (recommended)
SPED 906	University-Level Research Internship (optional)
SPED 907	Learning and Development: The Influence of Disabilities
SPED 908	Directed Study Special Topics (Faculty Advising)
SPED 909	Current Issues in Special Education Policy & Practice

UCB

EDUC 214	Human Development and Education Seminar
EDUC 200A	Cognitive Development OR
EDUC 205	Instruction and Development
EDUC 275B	Data Analysis in Educational Research II
EDUC 275L	Educational Data Analysis Laboratory II
EDUC 293A	Data Analysis in Educational Research
EDUC 293L	Educational Data Analysis Laboratory
EDUC 299	Special Study and Research (Faculty Advising)

**Areas of
Specialization**

In addition to the general core course requirements above, students in conjunction with their primary advisors will select a course of study that is congruent with their own professional development goals and previous course work and experiences. Students who enter the Joint Doctoral Program with minimal or no academic course work in Special Education will need to enroll in prerequisite “foundation” courses in their areas of disability specialization (see below). Additionally, students are required to meet with their primary advisors in selecting three areas of specialization or emphasis. A **minimum of three courses or nine units** is required in each area of specialization, not including directed or independent study. Sample areas of emphasis are listed below.

Each student’s program is individually designed and includes work in both a special education subspecialization and an academic specialization for doctoral studies. Faculty and program resources on both campuses are used to develop advanced knowledge of theory and research competence in an area of exceptionality. Among the academic specializations that can be pursued with respect to an area of exceptionality are human development, early childhood, educational and administration, vocational education, language and literacy, bilingualism, mathematics, science and technology, mild/moderate disabilities, moderate/severe disabilities, autism, deafness and deaf education, vision impairments, and other areas selected by students in consultation with faculty advisors.

FOUNDATION COURSE WORK AND SAMPLE AREAS OF EMPHASIS

NOTE: Foundation course work in special education is taken primarily on the SFSU campus.

Early Childhood Special Education (ECSE)

The provision of services to young children with special needs and their families has dramatically increased due to federal legislation and policy and research recommendations. This field has become a specialized area of inquiry for study within the area of special education. The needs and diversity of young children and their families has necessitated an interdisciplinary, community-based and family-centered approach to research and services. Emphasis is placed on the competencies and strengths that children and their families exhibit. Doctoral level study in this focus area offers the opportunity to pursue research, teaching, policy and program implementation training and career opportunities.

Foundation Courses

All students admitted to study in the area of Early Childhood Special Education must have had extensive course work and experience related to the study of young children with special needs and their families. Joint doctoral students who, in consultation with their major advisor, identify gaps in their background or for those students from other areas of interest who wish to take some course work in ECSE, a selection from among the following foundation courses is recommended:

SPED 777	Atypical Infant Development
SPED 737	Infant Intervention
SPED 738	Preschool Intervention
SPED 779	Family Systems and Services for Young Disabled Children
SPED 780	Assessment and Program Evaluation in Early Childhood Special Education Setting

Sample Areas of Emphasis within ECSE

Students in ECSE pursue a wide range of interests focused on the learning and development of the young child with special needs within the family system. Opportunity is provided to pursue topics that often cross disciplines and service agencies/policies, as well as topics that reflect the diversity of children and families in our nation in terms of family structure, disability, culture, ethnicity, and languages spoken. Examples of student emphasis areas include the following: inclusion, diversity informed practice, bilingual services, biomedical

concerns, family-centered services, the role of special educational services in a medical agency, early intervention policies, risk and resilience, behavior disorders in young children, peer social relationships, caregiver-child interaction, and developmental issues and interventions associated with a specific area of development (language, social, cognitive, motor).

Communicative Disorders

The Communicative Disorders (speech-language pathology and audiology) program incorporates information in basic communication processes, use of speech, language, and hearing with emphasis in anatomic and physiologic bases, physical bases and processes involved in the production and perception of speech and in hearing, and linguistic, psycholinguistic, and sociolinguistic variables. Competencies in speech-language pathology include mastery of information pertaining to speech and language disorders with emphasis on various types of disorders of communication. Competencies in audiology include mastery of information concerned with auditory disorders as well as assessment of auditory disorders and their effect upon communication.

Foundation Courses

CD 701	Language Differences and Disorders in Children
CD 706	Counseling in Communicative Disorders
CD 707	Advanced Seminar in Language Disorders
CD 709	Seminar in Motor Speech Disorders

Sample Areas of Specialization or Emphasis

Augmentative and Alternative Communication.

Nonbiased assessment of language disorders in children.

Use of amplifying systems for preschool children presenting bilateral hearing loss.

Deaf/Hard of Hearing (Deaf/HH)

Joint Doctoral students who have a deaf/hard of hearing focus usually enter with a background in deaf education, audiology, and/or speech-language pathology. Graduates have assumed a variety of roles, including faculty in Special Education departments, program administrators, a speech and hearing clinic supervisor, a community college assistive technology specialist, and a school of education dean.

Foundation Courses

There are no specific foundation courses in this area. Students are expected to work with their San Francisco State University advisor to identify appropriate coursework.

There are ASL classes available for students who wish to learn sign language or improve their signing skills.

Sample Areas of Emphasis within Deaf/HH

The following is a representative list of specialization areas that have been selected by doctoral students with a Deaf/HH focus:

Impact of deafness on psychosocial development.

Public policy related to Deafness.

Application of technology to the education of sensory impaired.

Code switching by Deaf/HH.

Language and communication assessment of minority Deaf/HH Social and cultural influences in education of Deaf/HH.

Public health issues related to rehabilitation of Deaf/HH.

Qualitative research methods in rehabilitation of Deaf/HH.

Mild/Moderate Disabilities

The Mild/Moderate Disabilities program addresses the many and varied complex needs of individuals with behavioral, cognitive and socio- emotional differences, including individuals with learning disabilities, mild and moderate intellectual disabilities, serious emotional disturbance, behavior disorders, and attention deficit hyperactivity disorder. The program prepares graduate students for roles as teachers, educational therapists, behavioral consultants, and consultants to schools and programs designed to address the needs of individuals with mild and moderate disabilities. The program also addresses the needs of individuals on the autism spectrum and with Asperger's syndrome.

Foundation Courses

SPED 770 An Introduction to Mild / Moderate Disabilities

SPED 793 Atypical Cognitive and Language Development

SPED 772 Methods I: Assessment, Curriculum and Instruction for Mild/Moderate Disabilities

SPED 775 Methods II: Assessment, Curriculum and Instruction for Mild/Moderate Disabilities

- SPED 774 Classroom Management: Positive Behavior Support
 SPED 807 Methods III: Assessment, Curriculum and Instruction for Mild/Moderate Disabilities (Reading)

Sample Areas of Specialization or Emphasis within the Mild/Moderate Disabilities Area

Current Issues in atypical behavior and social skills acquisition in students with mild and moderate disabilities.

The neuropsychology of learning disabilities.

Current issues in service delivery for students with intellectual disability
 Reading disabilities and dyslexia.

Cognitive and linguistic bases of early childhood autism, Asperger's syndrome and related pervasive development disorders. Mathematical learning disabilities and dyscalculia.

Collaboration, consultation, and the least restrictive environment.

Research and service delivery issues.

Autism Spectrum

The Autism Spectrum graduate certificate is designed to prepare highly qualified professionals to meet the unique educational needs of learners on the Autism Spectrum in diverse settings. Through participation in course work that includes embedded field experiences, students will acquire working knowledge of current training models, strategies and philosophies to guide them in working with individuals on the autism spectrum at the early childhood, elementary and secondary/transition levels.

Foundation Courses

- SPED 791 Nature of Autism Spectrum Disorders
 SPED 825 Communication, Behavior and Instruction: Autism
 SPED 794 Socialization and Imagination: Autism
 SPED 796 Partnerships and Life Issues: Autism

Moderate/Severe Disabilities

The knowledge base of the Moderate/Severe Disabilities program utilizes at its foundation the assumption that all individuals in our society have the right to full participation in the least restrictive environment and that the purpose of education is to facilitate successful participation and assist individual students to increase their competence in these environments. The provision of educational services within general education settings is supported by federal legislation,

research outcomes, and state and national educational reform activities. The focus of the Moderate/Severe Disabilities Program is the development of instructional, interpersonal, and management skills necessary for successful school collaboration efforts to enable students with severe disabilities to have rich, integrated school and community learning experiences, and to make successful transitions from school to independent adult living. Doctoral level study in this area includes the opportunity to participate in research activities, pursue individual research areas of interest, and engage in teaching, policy development, and program implementation opportunities.

Foundation Courses

All joint doctoral students who select to study in the area of Moderate/ Severe Disabilities must have extensive related coursework and practicum experience in integrated or inclusive educational settings. For students who identify, in consultation with their advisor, areas of coursework or experience that are lacking, selection from the following courses is recommended:

SPED 745	Environmental Design for Students with Moderate/Severe Disabilities
SPED 773	Methods of Assessment & Instruction for Students with Moderate/Severe Disabilities
SPED 787	Advanced Assessment and Instructional Design
SPED 789	Advanced Environmental Design

Areas of Specialization or Emphasis in Moderate/Severe Disabilities Area

Joint doctoral students select specialization areas that reflect a broad, interdisciplinary range of interests that might include, for example, inclusive educational practices, development of communicative competence, peer relationships and friendships, positive behavioral supports, school-family partnerships, multicultural education, integrated school-based services, and research and program evaluation methodologies.

Physical Disabilities & Augmentative & Alternative Communication (AAC)

The provision of services to students with physical and/or multiple disabilities has been changing over the last decade due to federal legislation and policy and research recommendations. Students with physical disabilities and multiple disabilities are increasingly included in their neighborhood schools with the support of appropriate personnel. Due to the severity of their disabilities, many students with physical and/or multiple disabilities have limited or no functional speech. In addition, they are significantly at-risk for academic failure and difficulties in social learning. These limitations can be minimized by the

provision of augmentative and alternative communication (AAC) systems and other assistive technology (AT) devices that may be used to increase the students' communication repertoires and access to classroom curriculum. Provision of services to students with physical and/or multiple disabilities requires a family/student centered and multidisciplinary approach. Doctoral level study in this focus area offers the opportunity to pursue research, policy and program implementation training and career opportunities.

Foundation Courses

All students admitted to study in the area of Physical Disabilities must have had related course work and experience working with students with special needs. The following foundation courses are available for students who need to increase their disability-specific expertise or for students from other areas of interest who wish to take some courses in physical disabilities:

SPED 743	Issues in Augmentative and Alternative Communication
SPED 746	Teaching Individuals with Physical Impairments
SPED 747	Physical, Health and Sensory Impairments: Implications and Management

Areas of Specialization or Emphasis within the Physical Disabilities Area

Students in the Physical Disabilities area can pursue a wide range of specialization in areas related to the education of students with physical disabilities. Opportunities are provided for students to pursue interdisciplinary topics. The following is a list of specialization areas that can be selected by doctoral students with emphasis in Physical Disabilities:

Language and literacy development through aided means.
Augmentative and alternative communication.
Assistive technology.
Multicultural issues.
Independent living/quality of life.
Service delivery models.

Visual Impairment

The program in Visual Impairment has developed a knowledge base that addresses the following issues:

1. Learners with visual impairments benefit from educational experiences that take into account their unique learning needs requiring the acquisition of knowledge and skills in alternative ways including tactile, visual, and

auditory.

2. Students with visual impairments are a heterogeneous population, requiring the availability of a wide range of curricular and placement options in order to foster participation in the home, school, and community in ways that meet the particular needs of individual learners.
3. Competencies to instruct learners with visual impairments must address individual needs across a broad age range (birth to 22 years), a variety of visual conditions (mild visual impairment to total blindness), address cultural and linguistic diversity, as well as learners who have visual impairments and multiple disabilities.
4. Methods to promote academic and learning skills, social interaction skills, recreation and leisure skills, use of assistive technology, basic orientation and mobility, independent living and self-advocacy skills, career education including transition, and optimization of visual functioning must be addressed in programs for learners with visual impairments.
5. An “individual differences” approach to developmental issues related to visual impairment must be stressed looking at both learner characteristics and environmental circumstances in order to develop appropriate instructional strategies.
6. Families and social networks have a profound impact on the social-emotional development of learners with visual impairments across the age ranges that must be taken into account in any educational program.

Doctoral level study in this area offers the opportunity to pursue research, teaching, policy, and program implementation training and career opportunities.

Foundation Courses

All joint doctoral students who choose to study in the area of Visual Impairment usually enter with a background in visual impairment including extensive coursework and experience. The following foundation courses are available for students who need to increase their disability-specific expertise:

SPED 749	Medical, Educational, and Rehabilitative Implications of Visual Impairment
SPED 750	Assessment and Instruction for Learners with Visual Impairments I
SPED 751	Assessment and Instruction for Learners with Visual Impairments II
SPED 752	Issues in Visual Impairment

SPED 757 Visual Impairments: Special Populations

There are also courses available for students who wish to learn communication skills for learners with visual impairments.

Orientation and Mobility

The ability to travel safely and independently in the environment is essential both for employment and for successful integration of people with visual impairments in the community. Orientation and Mobility instruction provides people of all ages who are visually impaired with the skills needed for independent travel. This includes instruction in the areas of sensorimotor functioning; concept development; and skills of independent travel in indoor, residential, and urban environments. Orientation and mobility services are generally integrated with other special education or rehabilitation services and are provided in the following service systems: public schools, state and private rehabilitation agencies, Veteran's Administration rehabilitation facilities, and private contracting. Doctoral level study in this area includes the opportunity to participate in research activities; pursue individual research areas of interest; and engage in teaching, policy development, and program implementation opportunities.

Foundation Courses

Joint doctoral students who select to study in the area of Orientation and Mobility must have extensive related coursework and experience working with children or adults who have visual impairments. For students who identify, in consultation with their advisor, areas of coursework or experience that are lacking, selection from among the following courses is recommended:

SPED 747	Physical, Health and Sensory Impairments: Implications and Management
SPED 749	Medical, Educational, and Rehabilitative Implications of Visual Impairment
SPED 655	Basic Orientation & Mobility for Learners with Visual Impairments
SPED 757	Visual Impairments: Special Populations
SPED 792	Methods in Orientation and Mobility: II
SPED 822	Methods in Orientation and Mobility: III

PROGRAM STAGES

First Year Evaluation

The first year evaluation takes place at the end of the student's second semester in the doctoral program. The purpose of the first year evaluation is to provide feedback for students regarding their progress and to give students who are having difficulties the opportunity to withdraw before beginning a second year of study. The faculty in Cognition and Development and Special Education, in conjunction with the Joint Doctoral Program Co-Directors, review the student's performance in the program and make appropriate recommendations.

Procedures

Maintain regular contact with your faculty advisor on the SFSU and UCB campus.

Arrange with your faculty advisor to discuss your academic progress early in the second semester.

UCB will issue First Year Review instructions and forms to 2nd semester students. Each student will submit three copies of one written paper for review. The papers can be those used to fulfill course requirements during the year or they can be original work prepared for the first year review. They must be scholarly and represent the quality of work completed during the first year. Rules of format and grammar as specified in the 6th edition of the *American Psychological Association (APA) Manual* should be followed.

The UCB Graduate School of Education *Handbook for Advanced Degree Students* provides information on each of the stages listed below. The instructions noted here are *supplementary* to Berkeley's Graduate School of Education *Handbook for Advanced Degree Students*. Students in the Joint Doctoral Program should use forms designed for the Joint Doctoral Program and *not* those used by Graduate School of Education doctoral degree students. Special Education forms are available in the Student Academic Services Office, 1600 Tolman Hall or as downloadable PDF's at <http://gse.berkeley.edu/Admin/SAS/forms.html>.

Outline of Program

By the end of the first year of study, the three areas of specialization or emphasis related to the fields of study must be decided upon with the assistance of the student's advisors and faculty co-director. A prospective list of courses to be taken should be compiled including program core courses and electives. By the end of the fourth semester, you need to file the Outline of Program form on which you list the courses you have taken and any remaining to be taken in

preparation for the doctorate.

Procedures

Obtain an Outline of Program form from the Student Academic Services Office on the UCB campus.

Complete both sides of the form in consultation with your faculty advisor.

Obtain the approval signature of your faculty counselors at both SFSU and UCB.

File form with the Graduate Assistant in the Student Academic Services Office. When the Outline of Program is approved by the Head Graduate Advisor, a copy will be placed in your file folder in the Student Academic Services Office.

Additional forms you may need are described in *The Handbook for Advanced Degree Students*, Graduate School of Education, UCB.

Prequalifying Review

In this step you will bring together your graduate education—course work, research, directed studies—into a coherent whole. You will be expected to relate what you have learned to issues of concern in your areas of specialization, and to be able to defend positions on these varying issues. Preparation for the Prequalifying Review, the necessary step that precedes admission to the Qualifying Examination, requires completion of **three** scholarly position papers and a dissertation prospectus. Two papers should involve the review, synthesis, and analysis of issues in your areas of specialization, and the third should involve a report of an empirical pilot study. The dissertation prospectus is submitted as a separate document and constitutes a preliminary version of the dissertation proposal. It is approximately five to ten pages in length and is a statement of preliminary work (pilot studies, prior research findings, research goals, hypotheses and methodology) as well as the theories, strategies, and analyses that will be used in the dissertation research. The position papers should be scholarly and contain the following information:

1. Clear, concise specification of the issues or problems with sharp distinctions drawn among competing points of view.
2. Application of the relevant and/or competing theories and further elaboration of the issue or problem.
3. Review of empirical findings supporting one or more theories relating to the issue or problem including a critique of methodological approaches.
4. Statement of position arrived at by the student with respect to the issue or problem including a rationale for the position taken.

5. Each position paper will be read and approved by one Academic Senate faculty member of the GSE and a faculty reader from SFSU, selected in conjunction with the student's advisors. A total of at least three different faculty members must be represented among the readers of the two papers.

Procedures

Obtain a Report on Prequalifying Review form from the UCB Student Academic Services Office.

Your faculty advisors on both campuses will review your preparation and completed work and your advisors and the UCB and SFSU Co-Directors will sign the Report on Prequalifying Review form, indicating approval of the prerequisite position papers.

Your faculty advisor needs to indicate his or her approval of your dissertation prospectus by signing his or her name under the Prospectus Title that you list on the Report on Prequalifying Review form.

The completed form is then filed by the UCB Joint Doctoral Program administrative assistant with the Graduate Assistant in the Student Academic Services Office.

When you have completed the Prequalifying Review and required course work listed on your Outline of Program, you are ready to apply to take the Qualifying Examination. In the semester in which you take your Qualifying Examination you must have completed, or be enrolled in, the last of the courses listed on your Outline of Program.

Qualifying Examination (Orals)

The Qualifying Examination represents the means of evaluating and certifying the adequacy and appropriateness of your preparation for the doctorate. This is an oral examination of two or three hours in duration. The purpose of the Qualifying Examination is: (1) to test eligibility of the student for admission to candidacy for the degree of Doctor of Philosophy in Education; and (2) to evaluate the student's ability to complete a satisfactory doctoral dissertation. Before taking the Qualifying Examination, students must successfully complete the Prequalifying Review (i.e., position papers and a dissertation prospectus) and all required course work. The topics delineated for the qualifying examination should clearly define the **three** areas of specialization or emphasis described on the Outline of Program and listed on the Qualifying Examination Application Form.

Appointment of Committee

The Qualifying Examination Committee is comprised of four faculty members. At UCB there is one member from the Graduate School of Education and one

outside member. From SFSU there are two members from the Department of Special Education. Members of the Qualifying Examining Committee are nominated by the student in consultation with the faculty advisors. Committee members must be approved by the Head Graduate Advisor at UCB as well as the Dean of the Graduate Division on both campuses. The chairperson of the committee may be from either campus. For additional information regarding the composition of the committee see the section on “Appointment of Committee” in the Graduate School of Education (UCB) *Handbook for Advanced Degree Students*.

Procedures

Review the Outline of Program to be certain it is accurate and current.

After all prerequisites (i.e., Prequalifying Examination and course work) have been satisfied, complete the Qualifying Examination Application in consultation with your faculty advisor, and obtain the approval signature of the faculty member who will serve as the “professor in charge of research” (usually the faculty advisor). Contact the proposed committee members to set a date and time for the examination. Notify the program administrative assistant and he or she will reserve a room and send a reminder notice to your committee members.

At least one month in advance of the Qualifying Examination, submit the application for the Qualifying Examination to the Graduate Assistant in 1603 Tolman Hall (UCB).

When the Qualifying Examination Application is approved by the Head Graduate Advisor it will be forwarded to the Dean of the Graduate Division (UCB) for approval. Once approved by the Graduate Division Dean, a Notice of Admission to the Qualifying Examination will be forwarded to the student and the Head Graduate Adviser.

After passing the Qualifying Examination, the student will advance to candidacy and submit a dissertation proposal. For additional information, see the section on “Advancement to Candidacy” in the UCB School of Education *Handbook for Advanced Degree Students*.

Advancement to Candidacy

The dissertation committee is normally composed of three members, two of whom must be from UC Berkeley. Faculty members from both campuses co-chair the dissertation. The Committee Chair from UCB should be a UC Berkeley academic senate faculty member from the School of Education and the outside member should be an academic senate faculty member from a department other than Education at UCB. The student nominates the committee members, which must be approved by the head Graduate Advisor at UCB as well as by the Dean of the Graduate Division on BOTH campuses. For additional information, see

the “Advancement to Candidacy” and “Graduate Division Regulations for Faculty Membership on Committees” sections in the *Handbook for Advanced Graduate Degree Students*.

Procedures

1. Complete the Application for Doctoral Candidacy Form as well as a one to three page statement outlining your proposed research and demonstrating the appropriateness of the proposed dissertation committee members.
2. Human Subjects Protocol – If you will be conducting research using human subjects, you are required to take the UCB online Collaborative IRB Training Initiative (CITI) course (citiprogram.org/default.asp) and submit a copy of the CITI Course Completion Record with the candidacy application. For more information, contact the Committee for the Protection of Human Subjects at: cphs.berkeley.edu.
3. Obtain the approval signature of the proposed dissertation chair on the Application for Candidacy and the one- to three-page statement. It is possible to have “co-chairs,” and the Graduate Division has recently allowed them to be counted as two members of your committee.
4. Submit the above materials, and the application fee in the form of a check in the amount of \$90.00 made payable to “U.C. Regents,” with the Graduate Assistant in the Student Academic Services Office.

When the Application for Candidacy is approved by the Head Graduate Advisor, it will be forwarded to the Dean of the Graduate Division for approval. Once approved by the Graduate Division Dean, a Notice of Advancement to Candidacy will be forwarded to you, the members of your dissertation committee, and the Graduate Assistant. Once Advanced to Candidacy, the UCB Graduate Division gives students a total of five years in candidacy beyond the Qualifying Exam in which to complete their dissertations. At the end of this time (ten semesters), if a dissertation is not filed with the Graduate Division, candidacy is subject to lapsing and eventual termination.

Doctoral Completion Fellowship

The Doctoral Completion Fellowship (DCF), which began in 2001, is an effort of the Graduate Division to encourage students to make timely progress in completing their doctoral degree requirements once they advance to candidacy.

Calculating Normative Time

The “clock” for calculating normative time starts as soon as you enroll in any graduate program at UC Berkeley. The time counted includes semesters used to complete a master’s degree. Even if you add a doctoral degree on to a program

that ends in a master's or a credential, any course work used toward a credential or a master's degree will be counted in the calculation of normative time.

Eligibility Criteria for Doctoral Completion Fellowship

- To receive the full DCF you need to file the application for Advancement to Doctoral Candidacy with the Graduate Division by the end of your 7th semester.
- Up to two semesters of withdrawal for documented non-academic reasons (such as health or parental leave) will not count in calculating a student's eligibility, provided a withdrawal form was filed. If no withdrawal form was filed, these semesters will count as accrued time.
- Eligibility is based on the date of filing the Advancement Form in the Graduate Division, not the date of the Qualifying Examination.
- Students must not hold any university employment during the semester(s) they receive the DCF.
- Students must be in good academic standing with a minimum GPA of 3.0.

Time of Advancement and Amount of Stipend

Doctoral students who advance to candidacy by the end of the 7th Semester are eligible for two semesters of support — \$16,000 plus fees. Fees will include non-resident tuition for international students. Students who advance to candidacy in the 8th semester are eligible for one semester of support — \$8,000 plus fees.

Dissertation Proposal and Proposal Review Meeting

A dissertation proposal constitutes a methodical plan and systematic procedure to be followed in writing the dissertation. Secondly, it demonstrates the student's scholastic competence in his or her area of study. An approved proposal serves as an agreement between the student and his or her committee.

Procedures

The steps for the Proposal Review are as follows:

1. Prepare your dissertation proposal. This should be a document of about 20 pages, plus a title page and an abstract. Guidelines for the proposal are available from the Student Academic Services Office, as is the "Application for Dissertation Proposal Review" form.
2. Circulate your proposal to your dissertation committee, giving each member an opportunity to read your proposal carefully. Each committee member

will need to sign the Proposal Review Application form (please note that the UC Berkeley and SFSU Co-Directors also need to sign the form), signifying that the research is effectively designed, is workable, and is appropriate for the degree goal.

When each member of your dissertation committee has had an opportunity to review your proposal, you can schedule the Proposal Review meeting. Your area assistant will help you in securing a room for this meeting.

At least five days before your Proposal Review meeting you need to bring a copy of your proposal (including title page and abstract) to the Graduate Assistant in the Student Academic Services Office (1603 Tolman Hall) along with the signed Application for Proposal Review form. The form will then be signed by the Head Graduate Advisor.

3. At the time of your Proposal Review meeting, your file, containing the Proposal Review form and the proposal that was brought to the Student Services Office, will be made available to your committee. It is essential that all members of your dissertation committee attend the meeting and sign the "Report of Proposal Review" on the reverse of the Proposal Review Form. Your committee members can use this form to include their comments and revisions to your proposal based on this meeting.
4. When the Proposal Review meeting has concluded, your file should be returned, with the completed form, to the Graduate Assistant in the Student Academic Services Office. The completion of your Proposal Review will be noted on the permanent record card in your file. You may keep the copy of your proposal.

Additional information, including specific information regarding the format and style for writing the dissertation, can be found in the sections on the "Proposal Review Process" and "Proposal Format" in the UCB School of Education *Handbook for Advanced Degree Students* and in the guide entitled *The Dissertation Prospectus and Proposal*, available in the UCB Education Student Academic Services Office. The web address for these publications is <http://www.grad.berkeley.edu/grad/publications/GUIDELINES/>.

**Human and/or
Animal
Subjects**

If human or animal subjects or data collected from human or animal subjects are to be used in your research, you are required to submit a protocol to the UCB Committee for Protection of Human Subjects or the Animal Use and Care Committee prior to beginning your research. Guidelines for writing a protocol, as well as a list of Committee meeting dates, are available on the CPHS: website <http://cphs.berkeley.edu> and the Animal Use and Care website:

<http://www.acuc.berkeley.edu/>.

For assistance and guidelines you can call, email or visit the CPHS office in person. The office is located in the PowerBar Building at 2150 Shattuck Avenue, Suite 313. Their telephone phone number is: (510) 642-7461, the office is open Monday through Friday from 8:00 am to 5:00 pm, and their email address is: ophs@berkeley.edu. Please check their website for current in-person and drop off hours.

**Report on
Progress
in Candidacy**

The Graduate Division requires all doctoral degree candidates to meet with the chair of their dissertation committee and one other committee member once each academic year to discuss progress being made on the dissertation and outline plans for completing the degree. Please refer to the UCB Graduate School of Education *Handbook for Advanced Degree Students* for procedures.

**Filing the
Dissertation**

Upon completion of the dissertation, the original and one copy are filed with the Graduate Division Office in Sproul Hall at Berkeley. A signed copy is filed with the Graduate Office at San Francisco State *and* the Graduate School of Education Student Academic Services Office at Berkeley.

Diplomas

Approximately four months after your graduation date, you may obtain your diploma in person from UC Berkeley, Office of the Registrar, 120 Sproul Hall, or you may request to have it mailed to you. Go to Office of the Registrar's website: <http://registrar.berkeley.edu/Records/diplomas.html> and click on the "Diploma Request Form," then follow the instructions to have your diploma mailed to you.

For more detailed information, see the following sections in
the UC Berkeley Graduate School of Education *Handbook for Advanced Degree Students*

Human and/or Animal Subjects Protocol, Report on Progress in Candidacy,
Dissertation, Diplomas, and Transcripts

The *Handbook* is available online at:
< <http://gse.berkeley.edu/admin/sas/handbook/handbook.html> >
